

EARLY CHILDHOOD SPECIAL EDUCATION COMPONENT VALIDATION AND COMPLIANCE INSTRUMENT

[illegible]

<u>Outcome Measures and Data</u>	
Children with disabilities who are receiving special education and related services are demonstrating improvement in cognitive/pre-reading skills.	
<u>Rating</u>	Review of: Observation/anecdotal data; assessment data; charting; portfolio samples; goal/objective attainment
Not Yet In Progress <input type="checkbox"/> Progressing <input type="checkbox"/> Validated <input type="checkbox"/>	
<u>Evidenced by</u> Process	<u>Team Recommendations</u>
Outcomes	

Outcome Measures and Data

Children with disabilities who are receiving special education and related services are demonstrating improvement in social/emotional development.

Rating

Not Yet In Progress ☐ Progressing ☐ Validated ☐

Review of: Observation/anecdotal data; assessment data; charting; portfolio samples; goal/objective attainment

Evidenced by

Process

Outcomes

Team Recommendations**Placement**

The percent of preschool children with disabilities educated with non-disabled peers increases over time.

Rating

Not Yet In Progress ☐ Progressing ☐ Validated ☐

Review of: Established baseline; comparison from previous year's data; plan of action to provide more inclusive options

Evidenced by

Process

Outcomes

Team Recommendations

FAPE by 3

All children who were previously served by AzEIP and are eligible for Part B services received FAPE by their third birthday.

Rating

Not Yet In Progress ☐ Progressing ☐ Validated ☐

Review of: Established baseline; comparison from previous year's data; plan of action to provide more inclusive options

Evidenced by
Process

Outcomes

Team Recommendations**Assessments and IEPs**

Individual Education Programs (IEPs) are individualized and functional to the needs of the child.

Rating

Not Yet In Progress ☐ Progressing ☐ Validated ☐

Review of: Goals are measurable, include both academic and functional goals, and are aligned with the Early Learning Standards, LRE options considered, continuum of service options considered

Evidenced by
Process

Outcomes

Team Recommendations

Assessments and IEPs

Ongoing assessments are authentic and conducted with children at beginning, middle and end of year to determine progress and provide information for instructional needs.

Rating

Not Yet In Progress ☐ Progressing ☐ Validated ☐

Review of: Ongoing assessment instrument identified, procedures for assessment described as authentic

Evidenced by
Process

Outcomes

Team Recommendations

Staff Qualifications

All teaching staff hold the necessary certifications.

Rating

Not Yet In Progress ☐ Progressing ☐ Validated ☐

Review of: Established baseline; comparison from previous year's data; plan of action to provide more inclusive options

Evidenced by
Process

Outcomes

Team Recommendations